

**ABSOLUTE RATING:** Excellent  
**IMPROVEMENT RATING:** Good

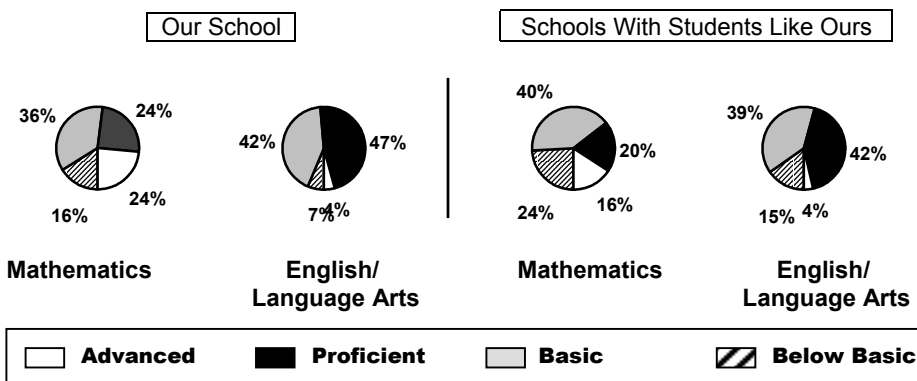
Number of Elementary schools with students like ours: 62.  
 The absolute ratings for those schools ranged from average to excellent. For improvement ratings, the range was from unsatisfactory to good.

## RATINGS OVER A 4-YEAR PERIOD



(Definitions of School Rating Terms on Page 4)

## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



## DEFINITIONS OF CRITICAL TERMS:

- Advanced** – Student performance exceeded expectations.
- Proficient** – Student performance met expectations.
- Basic** – Student performance met minimum performance expectations.
- Below Basic** – Student performance did not meet minimum performance expectations.

Science scores are to be reported on the 2004 School Report Card. Social studies scores are to be reported on the 2005 School Report Card.

PERCENT OF STUDENTS SCORING BASIC OR ABOVE ON THE PACT				
Student Group	English/ Language Arts	Math	Science	Social Studies
<b>All students (n=337)</b>	93.5	84	N/A	N/A
Students with disabilities other than Speech (n=18)	N/A	N/A		
Students without disabilities (n=319)	95.9	86.8		
<b>Gender</b>				
Male (n=168)	92.9	85.1		
Female (n=169)	94.1	82.8		
<b>Ethnic Group</b>				
African American (n=91)	87.9	69.2		
Hispanic (n=6)	N/A	N/A		
White (n=228)	96.5	89.9		
Other (n=6)	N/A	N/A		
<b>Lunch Status Group</b>				
Free/reduced-price Lunch (n=110)	83.6	65.5		
Pay for lunch (n=227)	98.2	93		

## SCHOOL PROFILE

### INDICATORS OF SCHOOL PERFORMANCE

SCHOOL	Our School	Change From Last Year	Schools with Students like ours	Median Elementary School
• Dollars spent per student	\$4,480	N/A	\$4,924	\$5,347
• Prime instructional time	91.1%	Down from 91.9%	90.5%	90.2%
• Student-teacher ratio in core subjects	19.2 to 1	N/A	20.2 to 1	18.7 to 1
<b>STUDENTS (n=786)</b>				
• Attendance Rate	96.7%	Down from 96.9%	96.3%	96.2%
• Students with disabilities other than speech taking PACT (ELA) off grade level	1.8%	N/A	3.1%	4.1%
• Students with disabilities other than speech taking PACT (math) off grade level	1.8%	N/A	2.2%	3.1%
• First graders who attended full day kindergarten	88%	Up from 66.4%	95.2%	96.3%
• Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
• Retention rate	5.3%	Down from 6.5%	2.3%	3.6%
<b>TEACHERS (n=44)</b>				
• Professional Development days per teacher	7 Days	Up from 6.8	7.7 Days	7.6 days
• Attendance Rate	95.6%	Down from 95.9%	95.5%	95.1%
• Teachers with advanced degrees	43.2%	Down from 43.8%	53.9%	47.7%
• Continuing contract teachers	86.4%	Up from 81.3%	87.5%	83.8%
• Teachers with out-of-field permits	2.3%	Up from 0%	0%	0.0%
• Teachers returning from the previous school year	89.1%	Up from 88.9%	88.5%	87.2%
• Average teacher salary	\$37,477	Up 4.5%	\$38,885	\$37,520

## SCHOOL FACTS

	Our School	Change From Last Year	Schools with Students like ours	Median Elementary School
<b>SCHOOL</b>				
• Percentage of expenditures spent on teacher salaries	68.2%	N/A	66.2%	65.3%
• Principal's years at the school	5	N/A	4	4.0
• Parents attending conferences	89.1%	N/A	98.8%	95.6%
• Opportunities in the arts	Good	N/A	Good	Good
<b>STUDENTS</b>				
• On academic plans	26.6%	Up from 18.3%	33%	43.1%
• On academic probation	0%	N/A	0%	0.0%
• Older than usual for grade	33.6%	Up from 0.5%	0.7%	1.1%
• Suspended or expelled	0	N/A	1	1
• Gifted and talented	28.9%	Up from 27.5%	19.3%	11.5%
• With disabilities other than speech	5.3%	Up from 4.9%	8%	8.4%



## PRINCIPAL'S / SCHOOL IMPROVEMENT COUNCIL REPORT

Filling all positions with teachers who meet our school's level of expectation was a tremendous challenge. Our goal was to use all available resources to lower the pupil-teacher ratio and provide support programs such as Reading Recovery and a Math/Science Lab staffed with a math/science specialist. The teacher shortage and late registration of many students made having all teachers employed before school began a big challenge. We needed two long-term substitutes during the year. We were only able to meet these challenges by having an extremely stable teaching staff, by district recruiting efforts, and networking with other sources to locate certified teachers. By transferring seasoned teachers, careful selection of first-year teachers, using the best possible substitutes for long-term positions, and grade levels supporting new teachers, we provided an excellent learning environment throughout the year.

Covering classrooms for teachers to attend IEP, Academic Assistance, and BIP meetings, to properly conduct a Student Support Team, and for other matters was a problem throughout the year. We used local funds and other sources of income to pay for substitutes, utilized classified staff members whenever possible, occasionally used select volunteers, and held meetings during teachers' planning time. It was a tremendous undertaking to schedule these meetings, a hardship on administrators and the guidance counselor to conduct and/or attend, and a financial strain.

Safety was a top priority. Our location and building layout made securing our building and securing that traffic flow procedures were followed was a daily endeavor. We continued with many procedures from morning drop-off through afternoon pickup and began additional procedures as problems were noted. This required teachers and staff to have extensive duties during non-instructional time. We utilized a school-wide discipline plan and implemented a Character Education program. There was a surprisingly high number of parents who did not follow procedures and support our policy of treating inappropriate touching, physical altercations, and bringing inappropriate objects to school as serious offenses. Our handbook and newsletters, as well as individual parent contacts, reinforced our policies. Dr. Karen Bingham

### EVALUATIONS BY TEACHERS AND STUDENTS

Percent	Teachers	Students	Parents
Satisfied with learning environment	90.0	81.7	(Avail. 2002)
Satisfied with social and physical environment	85.0	81.7	
Satisfied with home-school relations	82.5	87.1	

### DEFINITIONS OF SCHOOL RATING TERMS

**Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal.

**Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal.

**Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal.

**Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal.

**Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal.

Millbrook Elementary  
255 East Pine Log Rd  
Aiken, SC 29803

Grades K-5 Elementary School

Enrollment: 786 Students

#### Principal

Dr. Karen Bingham 803-641-2580

#### Superintendent

Dr. Linda B. Eldridge 803-641-2428

#### Board Chair

Dr. John B. Bradley 803-641-2431



## THE STATE OF SOUTH CAROLINA

Annual School  
Report Card

2001



School Grade:  
Excellent

### South Carolina Performance Goal:

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the five fastest improving systems in the country.

For more information, visit our website at  
[www.myschools.org](http://www.myschools.org)